

Due in the office by:  
4:00 p.m. April 28, 2003

# APPLICATION FOR APPROVAL

**School Programs**  
**and**  
**Support Services**  
**for**  
**Homeless Children and Youth**  
  
**2003 - 2006**

State of Iowa  
Department of Education  
Bureau of Instructional Services  
State of Iowa

# Department of Education

Grimes State Office Building  
Des Moines, Iowa  
50319-0146

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## Introduction

The application contained herein responds to the McKinney-Vento Homeless Assistance Act of 2001, Title X, Part C of the No Child Left Behind Act and Chapter 33, Iowa School Rules “Educating The Homeless” (See Appendix B for Chapter 33 and utilize the following web site for Title X, NCLB <http://www.state.ia.us/educate/ecese/is/homeless/txpc.html> ). School districts may apply for federal funds on a matched or unmatched basis for providing activities for, and services to, homeless children, including preschool-aged homeless children, and youths that enable such children and youths to enroll in, attend, and succeed in school, or, if appropriate, in preschool programs.

### Eligible Applicants and Administrative and Fiscal Agents:

Applications must be submitted by a local school district, or jointly with other school districts, or in cooperation with other educational agencies or related service providers. In all cases, school districts must serve as the administrative/fiscal agent. The administering school district must also be involved in the planning and implementation of direct and related services, in conducting evaluation activities, in the dissemination of grant funds, and in the preparation of reports for submission to the State Department of Education.

### Funding

Approximately \$160,000 is available statewide to supplement existing services and/or to start new services. Since funds are extremely limited grant requests should not exceed \$25,000 for a calendar year and cannot exceed \$75,000 over the three-year approval period. Grant allocations will be awarded annually based on annual requests directed and coordinated by the Department of Education and based on the availability of federal funds which are allocated on an annual basis. Technical assistance will be provided to help local districts identify other sources of funds to continue programs after federal funds have been withdrawn.

### Length of Grant Approvals and Annual Requirements

Grant approvals will be for a **three-year period** requiring annual evaluation reports and annual requests for reimbursement. The application should be designed/intended to be implemented over no less than a three-year period.

### Provision of Services

Local educational agencies receiving approval are expected to meet the following requirements in providing services.

Services-

- ◆ may be provided through programs on school grounds or at other facilities;
- ◆ shall not segregate homeless children and youths in a separate school, or in a separate program within a school, based on such child’s or youth’s status as homeless, except as necessary for short periods of time (1) for health and safety emergencies and (2) to provide temporary services to meet the unique needs of homeless children and youths.
- ◆ shall, to the maximum extent practicable, be provided through existing programs and mechanisms that integrate homeless children and youths with non-homeless children and youths;
- ◆ may be designed to expand or improve services provided as part of a school’s regular academic program, but not to replace such services provided under such program.

- ◆ if provided on school grounds, schools may use funds to provide the same services to other children and youths who are determined by the local educational agency to be at risk of failing in, or dropping out of, school.
- ◆ must be implemented in such a manner as to meet school placement, best interest, and transportation requirements as specified in Appendix F.

### **Liaison for Homeless Children and Youths**

All local educational agencies shall designate an appropriate staff person as a liaison for homeless children and youths to carry out the duties described in Appendix C. Liaisons should be involved in the development of and the implementation of grants supported under this source of funding.

### **Procedures Used to Determine Approval**

Each application will be reviewed by three members of the Statewide Advisory Committee for the Education of Homeless Children and Youth using the review form in Appendix D. Committee members independently review applications outside their own geographic areas of the State and then convene to discuss the applications and rank order them based on the selection criteria. Selection criteria are defined in the review form in Appendix D. Applications will be ranked according to their score on the review form. Reviewers will rank the applications in order from highest ranking to lowest ranking. The rankings of the review team will be considered final by the Department of Education. The Department of Education will determine the number of grants to be awarded based on the available funding.

All applicants will receive a letter of receipt upon submittal and a letter of approval/disapproval for funding by the end of May, 2003. A review synopsis identifying specific strengths or weaknesses of the application will accompany approval/disapproval letters.

Decisions made by the Office for the Education of Homeless Children will be considered final by the Department of Education.

### **Use of Grant Funds**

Federal law (McKinney-Vento Homeless Assistance Act) mandates that grant dollars must be used for activities that enable homeless children and youth to enroll in, attend, and/or achieve success in school. A list of authorized activities is in Appendix. E.

Grant funds may be used to support all cost categories identified in the *“Uniform Financial Accounting System for Iowa LEAs”* Department of Education, revised April 1, 1991, reprinted July 1999 (See web site address in Section IV-Budget). The system identifies eight cost categories including salaries, employee benefits, purchased professional services, purchased property services, other purchased services, supplies, property, and other expenses.

### **Appeals**

Any applicant of the Iowa “School Programs and Support Services for Homeless Children and Youth” grant funds may appeal the denial of a properly submitted competitive program grant application or the unilateral termination of a competitive program grant to the director of the Department of Education. Appeals must be in writing and received within ten working days of the date of notice of the decision and must be based on a contention that the process was conducted outside of the statutory authority; violated state or federal law, policy or rule; did not provide

adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. Refer to 281 IAC r. 7.5, legal authority for this process.

### **Guidelines for Completing the Application and Program Plan**

Definitions of homeless can be found in Appendix A.

Guidelines for completing the application and program plan are presented below. These guidelines must be sequentially followed to facilitate reviews and approvals.

# **Guidelines for Completing the Application's Program Plan Narrative**

The application narrative must sequentially follow the format described below. Each section of the application should address, but not be limited to, the areas listed.

## **Abstract**

Provide a one page, or less, summary of the program and/or support services to be provided. Include what is to be done, to what extent, for whom, by whom and when, and the expected outcomes.

## **Identification of Homeless Children and Youth**

Describe the procedure used to identify the number of homeless children and youth presented in the table, "Local Statistical Needs Identification", in Section IV of the application.

## **Establish Need**

Prepare a statement describing the identified need(s) of homeless children and youths within the district. Document the magnitude of the need(s) by completing the Local Statistical Needs Identification Table showing percentage of homeless by age group. Document the lack of resources and/or the lack of awareness within the school and/or community to meet the need(s). A suggested method for use in identifying needs and gaps in the provision of services is to complete, by significant school staff and community providers, the Basic School Service/Activity Checklist and the Basic Community Service/Activity Checklist in the Local Program Review Guide. Responding as a group (school staff and community providers) to both checklists might be the most productive way to identify major needs. The guide is included on the Homeless Education web site.

[http://www.state.ia.us/educate/ecese/is/homeless/review\\_guide.pdf](http://www.state.ia.us/educate/ecese/is/homeless/review_guide.pdf).

## **Objectives**

Prepare project objective(s) and include in each objective the following:

- ◆ Which of the authorized activity(ies) will be implemented to accomplish the objective.
- ◆ What will be accomplished (the expected outcome).
- ◆ With whom will they be accomplished?

Authorized activities are identified in Appendix E. Utilize these activities to help design objectives to meet identified needs. Objectives should be designed to help facilitate enrollment, attendance, and/or success in school. Refer to Appendix H for examples of formats for aligning needs, objectives, staff responsibilities, evaluation, and expected outcomes.

## **Location**

Indicate the location of programs and support services (e.g., building and address, school attendance area being served).

## **Staff Utilization Plan**

Indicate the person(s) responsible for the activities and the roles they will fulfill, and list the skills they possess that will enhance their successful completion of the activity.

Describe how the staff working with homeless children and youths will work with existing staff—some coordination must be indicated.

## **Evaluation**

Include in the description of the evaluation procedures the following:

- ◆ Specify who will monitor the implementation of project activities according to the project's schedule of activities; and describe the accounting procedure that will be used to keep track of the activities provided. Teacher or supervisor records would be examples of acceptable methods to do this type of accounting.
- ◆ Specify who will provide the supervision to ensure that the process being used to accomplish the objective(s) agree with what had been planned; and describe the accounting procedure that will be used to record the dates and results of the supervisory reviews.
- ◆ Specify who will conduct the progress and outcome evaluations; when they will be conducted, and describe the assessment methods to be used. Assessment methods must account for the numbers of children and youth served and the progress they make as a result of services. Academic achievement, attendance, truancy, dropout rates, etc, are examples of areas to measure. Refer to Appendix G for examples of measurable outcomes for the authorized activities and the Homeless Education web site. "Standards and Indicators of Quality McKinney-Vento Programs"  
<http://www.state.ia.us/educate/ecese/is/homeless>.

## **Student Identification**

The implementation of identification activities is crucial in order to identify the homeless children and youths within the district that need programs and services. Describe the district-wide identification methods/procedures that have or that will be implemented. There are resources in the Homeless Education web site, <http://www.state.ia.us/educate/ecese/is/homeless>, including a power point presentation regarding identification and the document, Program Review Guide (See "Establish Need on page 7).

Working drafts of the following have been emailed to local education agency liaisons for homeless children and youth (Contact Dr. Ray Morley if copies are needed):

EDUCATING THE HOMELESS CHILDREN AND YOUTH. A Process For Use By Iowa School Districts in Meeting the Requirements of Chapter 33, Educating the Homeless, Iowa Administrative Rules and the Requirements of the McKinney-Vento Homeless Education Act, Title X, Part C, No Child Left Behind Act. Part II of this document pertains to identifying children and youth in homeless situations and assessing their educational and personal needs.

Identification and Needs Assessment Form: Children and Youth in Homeless Situations (For use to facilitate needs determination, assessment, evaluation, and reporting.)



## **Assurances**

Identify what procedures will be used to meet the assurances identified in Section V. It is recommended that staff members within your district complete and attach to this application the “Comprehensive Local Education Agency Program Review Guide Regarding Homelessness, *Identification, Enrollment, Attendance, and Success of Homeless Children and Youth* that is included in the Local Program Review Guide. The Guide is on the Homeless Education web site.

[http://www.state.ia.us/educate/ecese/is/homeless/review\\_guide.pdf](http://www.state.ia.us/educate/ecese/is/homeless/review_guide.pdf)

**School Programs and Support Services  
For Homeless Children and Youth  
2001 – 2003 Application**

<b>Due in the Department of Education by 4:00 p.m., April 28, 2003</b>
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Submit one (1) original and three (3) copies to:

Dr. Raymond E. Morley, Consultant  
Bureau of Instructional Services  
Iowa Department of Education  
Grimes State Office Building  
Des Moines, Iowa 50139-0146

**Section I – Basic Program Data**

A. School District Name: \_\_\_\_\_  
(School District serving as Administrative Agent)

B. Mailing Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(AEA) (County)

C. School District Superintendent: \_\_\_\_\_  
(Signature)

D. Local School Person Supervising Grant Activities: \_\_\_\_\_

E. Position: \_\_\_\_\_ email address: \_\_\_\_\_

F. Telephone: \_\_\_\_\_ ( ) FAX: \_\_\_\_\_ ( )

G. Local School Liaison for Homeless Children and Youth: \_\_\_\_\_

H. Position: \_\_\_\_\_ email address: \_\_\_\_\_

I. Telephone: \_\_\_\_\_ ( ) FAX: \_\_\_\_\_ ( )

J. List Target Grades for Direct Service Activities: \_\_\_\_\_

K. Total Program Budget: \$ \_\_\_\_\_

L. Local Budget Share: \$ \_\_\_\_\_

M. Grant Funds Requested: \$ \_\_\_\_\_

## **Section II – Checklist of Required Application Entries (Self-Check)**

Before this application will be reviewed for approval, it must include the following entries:

- \_\_\_\_\_ Responses to all Section I items.
- \_\_\_\_\_ Responses to Section IV Budget and Homeless Population Statistics,
- \_\_\_\_\_ Responses required in Section V-Assurances, i. e., Specific date of Board review and the required signatures.

If any of the above entries are missing the application will not be reviewed.

## **Section III – Plan Narrative**

Guidelines for completing the program plan narrative start on page 7.

Attach additional pages to this narrative as needed.

**Note:** A special form is included in Section IV for submitting budget information, therefore, you do not need to cover budget in the program plan narrative.

## Section IV – Budget and Homeless Population Statistics

### Budget Proposal For School Programs and Support Services For Homeless Children and Youth

	Grant	Local Match
100 Salaries		
200 Employee Benefits		
300 Purchased Professional Services		
400 Purchased Property Services		
500 Other Purchased Services		
600 Supplies		
700 Property		
800-900 Other Expenses		
<b>Sub Total</b>		
<b>Total</b>		

**Note:** The numbers beside the categories in the budget refer to codes suggested in Object Dimension (pages 124-132), Uniform Financial Accounting System for Iowa LEAs and AEAs, revised April 1991, reprinted July 1999, Department of Education. The manual is on the Internet at: <http://www.state.is.us/educate/fis/sft/ufoa/index.html>

### Local Statistical Needs Identification

Identify Numbers & Percentages Of Homeless Children & Youth	Number of Homeless: In School	Number of Homeless: Out of School	Total Number of Homeless for Age Group	Total Population In Age Group	Percentage of Homeless for Age Group
Preschool Aged					
Elementary School Aged (K-5)					
Middle School Aged (6-8)					
High School Aged (9-12)					
<b>Total</b>					

**Note:** Determine percentages by dividing the total number of homeless in each age group (including in-school and out-of-school homeless children) by the total local population of each age group. Example: Total homeless pre-school divided by total number of pre-school children in district or area being served.

## **Section V – Assurances**

### **General Program Administration**

This application for services for the homeless has been approved by the administration of the local school district and has been or will be reviewed by the local school district Board of Directors.

Specific date of Board review: \_\_\_\_\_.

The local education agency will designate an appropriate staff person as a local school educational agency liaison for homeless children and youths to carry out the duties described in Appendix C.

The funds being utilized by this grant will supplement not supplant existing funds (services provided will not replace the regular academic program but expand upon or improve the school's regular academic program).

The local education agency will coordinate with local social services agencies and other agencies or programs providing services to homeless children or youth and their families including services and programs funded under the Runaway and Homeless Youth Act.

Each homeless child will be provided services comparable to services offered to other students in the school including educational services for which the child meets the eligibility criteria such as compensatory education programs for the disadvantaged, educational programs for children with disabilities and for students with limited English proficiency, programs in vocational education, programs for the gifted and talented and school meals programs.

The school records of each homeless child or youth including immunization records, academic records, birth certificates, guardianship records, and evaluations for special services or programs shall be maintained so that records are available in a timely fashion when a child enters a new school district and in a manner consistent with federal statutes and regulations related to student records (Section 444 of the General Education Provisions Act).

The local education agency will locate and identify homeless children or youth of school age who are found within the district, whether or not they are enrolled in school.

The local education agency will determine the school placement according to the child or youth's best interests. Refer to the McKinney-Vento Act requirements in Appendix F.

In determining the best interests of the child the local education agency will comply, to the extent feasible, with the request made by a parent or guardian regarding school selection.

Insofar as possible, the local education agency will not require a homeless student to change attendance centers within the district when the student changes places of residence within the district.

The local education agency will adopt practices to ensure that transportation is provided according to the McKinney-Vento Act provisions cited in Appendix F.

The local education agency will post information encouraging homeless children of school age to enroll in the public school. The information will be posted at community shelters and other locations in the district where services or assistance is provided to the homeless.

The local education agency will not refuse to enroll a homeless child or exclude a homeless child consistent with Chapter 33, Iowa School Rules.

The local education agency will examine and revise, if necessary, existing school policies or rules that create barriers to the enrollment of homeless children.

The local education agency will, consistent with state law, waive any fees or charges for materials or supplies that would present a barrier to the enrollment or transfer of the child or youth.

The local education agency will not deny opportunity for open enrollment on the basis of homelessness.

The local education agency will not deny access of homeless children to education solely on the basis of transportation.

The local education agency will not implement activities that stigmatize or segregate homeless children and youth.

### **Nondiscrimination**

Children, youth, family members and staff of this activity will not be discriminated against on the basis of race, religion, national origin, gender, age or disability.

Student data will be collected, processed and analyzed with regard to age, disability, gender and race.

Efforts will be made to implement public relations activities in all parts of the community including homeless populations and minority neighborhoods.

Material utilized for training and public relations will be screened for bias.

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Signature of Local School District Superintendent

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Signature of Program Coordinator

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Signature of Local School Board President

## Appendix A

### Definition of Homeless

#### Homeless

The definition of homelessness according to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, Title X, Part C of the No Child Left Behind Act-2001, is given below. This definition applies to preschool-age and school-age children and youth.

“The term ‘homeless children and youths’—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence; and

(B) includes – (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, sub-standard housing, bus or train stations, or similar settings; and (iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).”

All of the following categories of the non-regulatory guidance, USC 42 # 11302(a), issued in 1995 by the U.S. Department of Education were also used to define homelessness. These categories apply to both preschool and school-age children and youth.

- ❖ **Children in foster care should not be considered homeless.** However, children temporarily placed in foster care due to a lack of shelter space can be considered homeless. Once placed in a foster home or a home for neglected children or youth, they should no longer be considered homeless.
- ❖ **Children placed by the state in transitional or emergency shelters should be considered homeless if the placement is of a transitional or emergency nature.** Typically, these are children who are awaiting foster care or other more permanent placement. If the placement is intended to be permanent (i.e., until children reach age 18), the children should not be considered homeless.
- ❖ **Children who are runaways should be considered to be homeless.** Runaways who live in shelters, abandoned buildings, the streets, or other inadequate accommodations are considered homeless, *even if their parents have provided, and are willing to provide, a home for them.* Children who run away and live with friends or relatives should be considered homeless until the relationship with the friends or relatives becomes fixed, regular, and adequate.
- ❖ **Children who are “throwaway children” should be considered to be homeless.** “Throwaway children” is the phrase given to describe children whose parents or guardians will not permit them to live at home. These children are also considered homeless until a fixed, regular, and adequate residence is established. “Throwaway children” live in situations very similar, but not identical, to runaways. School-age pregnant girls who have been thrown out of their homes and find refuge in homes for unwed mothers or in other places should be considered homeless until a fixed, regular, and adequate residence has been established.

- ❖ **All abandoned children are homeless until a fixed, regular, and adequate residence is obtained.** In some situations, school-age children are abandoned in hospitals (sometimes, because they have AIDS or other terminal diseases). In these cases, the hospital may act as shelter for these children until other arrangements can be made, meanwhile these children should be considered homeless.
- ❖ **Some children who live with friends or relatives should be considered homeless, depending upon their reasons for living with the friends and relatives and the permanence of the living arrangement.** A child who lives with friends or relatives should be considered homeless if they are doubled-up due to a loss of housing or other similar situation.
- ❖ **Children who are living in families that are doubled- or tripled-up with other families can be considered homeless, depending on the specific circumstances of the families.** When one family has lost its housing and moved in with another family, the children of the family that lost its housing should be considered homeless. The children of the family that share their home should not be considered homeless. Families living in doubled-up accommodations voluntarily to save money generally should not be considered homeless.
- ❖ **The children of migrant workers may be homeless if they meet the McKinney definition; however, many children who qualify for migrant services reside in a fixed, regular, and adequate residence and should not be considered homeless.**



## Appendix B

### Chapter 33 Educating the Homeless

**281-33.1(256) Purpose.** The purpose of these rules is to facilitate the enrollment of homeless children of school age in the public school districts of Iowa to enable them to have access to a free, appropriate public education.

**281-33.2(256) Definitions.**

*"District of Origin"* is defined as the public school district in Iowa in which the child was last enrolled.

*"Guardian"* is defined as a person of majority age with whom a homeless child or youth of school age is living or a person of majority age who has accepted responsibility for the homeless child or youth, whether or not the person has legal guardianship over the child or youth.

*"Homeless child or youth of school age"* is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular, and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with nonnuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age.

**281-33.3(256) Responsibilities of the board of directors.** The board of directors of a public school district shall:

1. Locate and identify homeless children or youth of school age who are found within the district, whether or not they are enrolled in school.
2. Post information encouraging homeless children and youths of school age to enroll in the public school at community shelters and other locations in the district where services or assistance is provided to the homeless.
3. Examine and revise, if necessary, existing school policies or rules that create barriers to the enrollment of homeless children or youths, consistent with these rules. School districts are encouraged to cooperate with homeless agencies and organizations to explore comprehensive, equivalent alternative educational programs and support services for homeless children and youth when necessary to implement the intent of these rules.

**281-33.4(256) School records; student transfers.** The school records of each homeless child or youth shall be maintained so that the records are available in a timely fashion when a child or youth enters a new school district, and in a manner consistent with federal statutes and regulations related to student records.

Upon notification that a homeless student intends to transfer out of the district, a school district shall immediately provide copies of the student's permanent and cumulative records, or other evidence of placement or special needs, to the homeless child or youth or the parent or guardian of a homeless child or youth who may take the copies with them.

Upon the enrollment of a homeless child or youth, a school district shall accept copies of records, or other evidence of placement provided by the homeless child, youth, or the parent or guardian of the homeless child or youth, for purposes of immediate placement and delivery of education and support services. Thereafter, the receiving school shall request copies of the official records from the sending school. The receiving school shall not dismiss or deny further education to the homeless child or youth solely on the basis that the prior school records are unavailable.

**281-33.5(256) Immunization requirements.** Consistent with the provisions of Iowa Code section 139.9 and rules of the department of health, a public school shall not refuse to enroll or exclude a homeless child or youth for lack of immunization records if any of the following situations exist.

The parent or guardian of a homeless child or youth or a homeless child or youth:

1. Offers a statement signed by a doctor licensed by the state board of medical examiners specifying that in the doctor's opinion the immunizations required would be injurious to the health and well-being of the child or youth or to any member of the child or youth's family or household.

2. Provides an affidavit stating that the immunization conflicts with the tenets and practices of a recognized religious denomination of which the homeless child or youth is a member or adherent, unless the state board of health has determined and the director of health has declared an emergency or epidemic exists.

3. Has begun the required immunizations and is continuing to receive the necessary immunizations as rapidly as is medically feasible, or

4. Is a transfer student from any other school.

The school district shall make every effort to locate or verify the official immunization records of a homeless child or youth based upon information supplied by the child, youth, parent, or guardian. In circumstances where it is admitted that the homeless child or youth has not received some or all of the immunizations required by state law for enrollment and none of the exemptions listed above is applicable, the district shall refer the child, youth, and parent or guardian to the local board of health for the purpose of immunization, and the school shall provisionally enroll the child or youth in accordance with item “3” or “4” above.

**281-33.6(256) Waiver of fees and charges encouraged.** If a child or youth is determined to be homeless as defined by these rules, a school district is encouraged, subject to state law, to waive any fees or charges for materials or supplies that would present a barrier to the enrollment or transfer of the child or youth.

A homeless child or youth, or the parent or guardian of a homeless child or youth, who believes a school district has denied the child or youth entry to or continuance of an education in the district on the basis that mandatory fees cannot be paid may appeal to the Department of Education using the dispute resolution mechanism in rule 33.9.

**281-33.7(256) Waiver of enrollment requirements encouraged; placement.**

**33.7(1)** If a homeless child or youth seeks to enroll or to remain enrolled in a public school district, the district is encouraged to waive any requirements, such as mandatory enrollment in a minimum number of courses, which would constitute barriers to the education of the homeless child or youth.

**33.7(2)** In the event that a school district is unable to determine the appropriate grade or placement for a homeless child or youth because of inadequate, nonexistent, or missing student records, the district shall administer tests or utilize otherwise reasonable means to determine the appropriate grade level for the child or youth.

**281-33.8(256) Residency of homeless child or youth.**

**33.8(1)** A child or youth who meets the definition of homeless in these rules is entitled to receive a free, appropriate public education and necessary support services in either of the following:

- a. The district in which the homeless child or youth is actually residing, or
- b. The district of origin.

The deciding factor as to which district has the duty to enroll the homeless child or youth shall be the best interests of the child or youth.

**33.8(2)** The choice regarding placement shall be made regardless of whether the child or youth is living with a homeless parent or has been temporarily placed elsewhere by the parent(s); or, if the child or youth is a runaway or otherwise without benefit of parent or legal guardian, where the child or youth has elected to reside.

**33.8(3)** Insofar as possible, a school district shall not require a homeless student to change attendance centers within a school district when a homeless student changes places or residence within the district, unless the change of residence takes the student out of the category of homeless.

**33.8(4)** If a homeless child or youth is otherwise eligible and has made proper application to utilize the provisions of Iowa Code section 282.18, “Open Enrollment,” the child or youth shall not be denied the opportunity for open enrollment on the basis of homelessness.

**281-33.9(256) Dispute resolution.** If a homeless child or youth is denied access to a free, appropriate public education in either the district of origin or the district in which the child or youth is actually living, or if the child or youth’s parent or guardian believes that the child’s or youth’s best interests have not been served by the decision of a school district, an appeal may be made to the Department of Education as follows:

**33.9(1)** If the child is identified as a special education student under Iowa Code chapter 281, the manner of appeal shall be by letter from the homeless child or youth, or the homeless child or youth's parent or guardian, to the Department of Education as established in Iowa Code section 281.6 and Iowa Administrative Code 281—41.32. The letter shall not be rejected for lack of notarization, however. Representatives of the public school district where the child or youth desires to attend and of the corresponding area education agency, as well as the child, youth, or parent or guardian of the child or youth, shall present themselves at the time and place designated by the Department of Education for hearing on the issue. The hearing shall be held in accordance with the rules established in 281—41.32.

**33.9(2)** If the child is not eligible for special education services, the manner of appeal shall be by letter from the homeless child or youth or the homeless child or youth's parent or guardian to the director of the Department of Education. The appeal shall not be refused for lack of notarization, however. Representatives of the public school districts denying access to the homeless child or youth and the child, youth, or parent or guardian of the child or youth shall present themselves at the time and place designated by the Department of Education for hearing on the issue. The provisions of 281-Chapter 6 shall be applicable insofar as possible; however, the hearing shall take place in the district where the homeless child or youth is located, or at a location convenient to the appealing party.

**33.9(3)** At any time a school district denies access to a homeless child or youth, the district shall notify in writing the child or youth, and the child or youth's parent or guardian, if any, of the right to appeal and manner of appeal to the Department of Education for resolution of the dispute, and shall document the notice given. The notice shall contain the name, address, and telephone number of the legal services office in the area.

**33.9(4)** This chapter shall be considered by the presiding officer or administrative law judge assigned to hear the case.

**33.9(5)** Nothing in these rules shall operate to prohibit mediation and settlement of the dispute short of hearing.

#### **281-33.10(256) Transportation of homeless children and youth.**

**33.10(1) Intent.** A child or youth who meets the definition of homeless in these rules shall not be denied access to a free, appropriate public education solely on the basis of transportation. The necessity for and feasibility of transportation shall be considered, however, in deciding which of two districts would be in the best interests of the homeless child or youth. The dispute resolution procedures in rule 33.9 are applicable to disputes arising over transportation issues.

**33.10(2) Entitlement.** Following the determination of the homeless child or youth's appropriate school district under rules 33.8 or 33.9, transportation shall be provided to the child or youth in the following manner:

a. If the appropriate district is determined to be the district in which the child or youth is actually living, transportation for the homeless child or youth shall be provided on the same basis as for any resident child of the district, as established by Iowa Code section 285.1 or local board policy.

b. If the appropriate district is determined to be the district of origin of the homeless child or youth, and the district of origin is contiguous to the district in which the child or youth is actually living, the district in which the child or youth is actually living (sending district) is responsible for transportation. The sending district shall be responsible for providing transportation or paying the pro rata cost of the transportation to the parent or guardian for transporting the child or youth to and from a point on a regular school bus route of the contiguous receiving district. However, a decision to reimburse the parent or guardian rather than provide transportation shall not be made by the sending district if the parent or guardian is unable to regularly transport the child or youth to the designated stop.

The district of origin now designated for the pupil's enrollment shall have the primary responsibility to transport the child from the point on a regular bus route within the district to the appropriate designated attendance center.

c. If the appropriate district is determined to be the district of origin of the homeless child or youth, and the district of origin is not contiguous to the district in which the child or youth is actually living, the district in which the child or youth is actually living is responsible to transport the homeless child or youth only if the district has an established route that passes through or terminates in the district of origin now designated for the pupil's enrollment.

**281-33.11(256) School services.** The school district designated for the pupil's enrollment shall make available to the homeless child or youth all services and assistance including but not limited to compensatory education, special education, English as a second language, vocational courses or programs, programs for gifted and talented pupils, health services, and food and nutrition programs, on the same basis as those services and assistance are provided to resident pupils.

These rules are intended to implement the provisions of the Stewart B. McKinney Homeless Assistance Act, 42 U.S.C. S11431 et seq.

[Filed 9/15/89, Notice 7/26/89—published 10/4/89, effective 11/8/89]

## **Appendix C**

### **Duties of Liaison for Homeless Children/Youth**

Each local educational liaison for homeless children and youths, shall ensure that:

- ◆ Homeless children and youths are identified by school personnel through practices adopted by the district and through coordination activities with other entities and agencies.
- ◆ Homeless children and youths enroll in, and have a full and equal opportunity to succeed in schools of the district.
- ◆ Homeless families, children, and youths receive educational services for which such families, children, and youths are eligible, including Head Start and Even Start programs and preschool programs administered by the district, and referrals to health care services, dental services, mental health services, and other appropriate services.
- ◆ The parents and guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- ◆ Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive service under this Act, such as schools, family shelters, and soup kitchens.
- ◆ Enrollment disputes are mediated in accordance with the Enrollment Disputes section of the McKinney-Vento Act.
- ◆ The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school that is selected according to the child's best interests. (See Appendix F).

Liaisons are required:

- ◆ To assist unaccompanied youth in placement/enrollment decisions, including considering the youth's wishes in those decisions, and providing notice to the youth of the right to appeal such decisions under the enrollment disputes provisions.
- ◆ To ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- ◆ To assist children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records.
- ◆ As part of their duties, liaisons are required to collaborate and coordinate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youth.

## **APPENDIX D**

### **Review Rubric and Process for Applications Schools, Programs & Support Services for Homeless Children**

This format will be used by readers to review applications for School Programs and Support Services for Homeless Children and Youth grants that have been submitted to the Department of Education. The format provides a common set of factors used to evaluate and rank applications for competitive funding. All applications will be reviewed by a minimum of 3 individuals from the statewide Advisory Committee for the Education of Homeless Children and Youth. Points will be awarded based on a consistent weighting procedure identifying the degree of importance for each criterion of the application. The criterion to be reviewed and the weighting for each criterion are given in column one of the Application Review Rubric. The number of points to be awarded for each level of a criterion was determined by multiplying the criterions' weighting by the designated level on the rubric.

Directions for reviewers:

Review the school district's application for each of the categories in the Application Review Form to determine if the application provides evidence that the criteria specified in Level 5-6 has been completed. If so, place the applicant into Level 5 or 6 and award the number of points (this is given in the Levels columns for each criterion in the application review form). If the applicant is not placed into Level 5-6 determine if the application provides evidence that the criteria specified in Level 3-4 has been completed. If so, place the applicant into Level 3 or 4 and award the Level points specified for the criterion being reviewed. If the applicant is not placed into Level 3-4 determine if the application provides evidence that the criteria specified in Level 1- 2 has been completed. If so, place the applicant into Level 1 or 2 and award the Level points specified for the criterion being reviewed. If the applicant is not placed into any of the levels, place the applicant in the NE column (NE means that there is not enough evidence in the application to conclude that the criteria for a category has been sufficiently addressed) and award zero points for the category being reviewed.

Note: Assume an applicant achieves the Level 4 requirements for a criterion. Even if this applicant achieves some of the requirements of Level 5 but has not advanced to Level 5, the applicant is awarded the full points for Level 3-4. Only the points specified on the application review form are to be awarded. As an example, in the "NEED" category the points awarded should be 96 if the applicant is placed into Level 6, 80 points if the applicant is placed in level 5, 64 points if the applicant is placed into Level 4, 44 points if the applicant is placed in level 3, 32 points if the applicant is placed into Level 2, 16 points if the applicant is placed in level 1., and 0 points if the applicant shows no evidence that any of the criteria has been documented.

District Name: \_\_\_\_\_

Reader Name: \_\_\_\_\_ Reader No. \_\_\_\_\_

Total Points Awarded Project: \_\_\_\_\_

**Appeals:**

Any applicant of the Iowa "School Programs and Support Services for Homeless Children and Youth" grant funds may appeal the denial of a properly submitted competitive program grant application or the unilateral termination of a competitive program grant to the director of the Department of Education. Appeals must be in writing and received within ten working days of the date of notice of the decision and must be based on a contention that the process was conducted outside of the statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. Refer to 281 IAC r. 7.5, legal authority for this process.

## McKinney-Vento Grant Application Review Rubric, page one

Criterion and Weighting	N E	Levels 1-2	Levels 3-4	Levels 5-6
Identification of Homeless Children and Youth		Identification efforts were minimal and did not include a comprehensive district wide identification effort. There was little or no outreach to community providers.	A local district-wide procedure to identify was conducted. Effort was made to include some community services. Postings in the community are limited or not identified. Self and peer referral are vague or not evident.	A comprehensive local district-wide procedure was conducted. Extensive effort was made to do the following activities: Student self and peer referral, District employees were trained in identification procedures. Outreach was made to community service providers to identify. LEA provides and posts information in both schools and community locations.
8		<b>(8 points) (16 points)</b>	<b>(24 points) (32 points)</b>	<b>(40 points) (48 points)</b>
Need		There is minimal evidence that need was supported by collection and analysis of data. The rate of homelessness is low when compared against expected USDE rates (2%). Community awareness and resources to assist the homeless are not documented.	The collection and analysis of data supports the need statements. The rates of homelessness are low when compared against expected USDE rates (2%). Community-school awareness of the problems of homelessness and community resources is not documented as well as in Level 5.	A recent collection and thorough analysis of data support need statements. Input was obtained from school staff and community providers. The need shows high rates of homelessness compared against expected USDE rates (2%) or high rates of homelessness within certain age groups such as preschool or high school populations. The data collected identifies community/school awareness of the problems of homelessness and identifies the level of resources in the school/community to assist the homeless.
16		<b>(16 points) (32 points)</b>	<b>(48 points) (64 points)</b>	<b>(80 points) (96 points)</b>
Authorized Activities		The extent objectives meet the identified need is not clearly defined. Some objectives are clear but not all. Some objectives are not authorized.	The objectives designed to meet the identified need(s) are clear, authorized, but are not as thorough as in Level 5.	The objectives are specifically designed to meet the identified need(s), thoroughly planned, and appear to be appropriate to facilitate enrollment, attendance, and/or success in school.
8		<b>(8 points) (16 points)</b>	<b>(24 points) (32 points)</b>	<b>(40 points) (48 points)</b>
Objectives		Objectives are not complete or clear and are do not appear measurable. Objectives include unauthorized activity.	Objectives are complete and clear but do appear measurable. Objectives are consistent with authorized activities.	The objective(s) are complete and clear and measurable. Objectives are clearly consistent with authorized activities.
5		<b>(5 points) (10 points)</b>	<b>(15 points) (20 points)</b>	<b>(25 points) (30 points)</b>
Location		The location is not clearly identified and/or it is limited in its appropriateness and convenience to accomplish the activity.	The location is clearly identified, but there is some limitation regarding its appropriateness or convenience.	The location of the program and/or support services is clearly identified, appropriate and convenient to accomplish the activity.
3		<b>(3 points) (6 points)</b>	<b>(9 points) (12 points)</b>	<b>(15 points) (18 points)</b>



### McKinney-Vento Grant Application Review Rubric, page two

Criterion and Weighting	N E	Levels 1-2	Levels 3-4	Levels 5-6
Staff Assignments  4		The assignment of responsibilities lacks clarity or not clearly aligned with objectives and/or there is concern that the project staff is limited in proficiency of the skills needed to perform the activity. <b>(4 points) (8 points)</b>	The assignment of responsibilities appears clear but responsibilities are not totally aligned with objectives and/or the skill level and training of staff is not as high as in Level 5. <b>( 12 points) (16 points)</b>	The assignment of responsibilities of project staff is clearly stated and totally aligned with the objectives. There is clear evidence provided that shows they possess the necessary skills and training to perform the activity. <b>(20points) (24 points)</b>
Alignment of Evaluation with Objectives  4		For each or most objectives there is not an appropriate evaluation method specified that measures the implementation and expected outcomes of the objectives. Methods are not comprehensive and miss important aspects of the objectives. <b>(4 Points) (8 points)</b>	For each objective there is and appropriate evaluation method specified that measures the implementation and expected outcomes of the objectives. Certain aspects may be left out. Methods may lack some practicality for implementation, may not be thorough and/or may not be clearly specified. <b>(12 Points) (16 points)</b>	For each objective there is an evaluation method specified that provides a meaningful measurement for the implementation and the expected outcome(s). The methods are practical to implement, thorough, clearly specified, and appropriate staff is assigned to carry out the measurements. <b>(20points) (24 points)</b>
Implementation Evaluation  5		It is not clear who is assigned to complete the evaluations assessing implementation of the objectives and supporting activities. Evaluation procedures lack specificity regarding what will be monitored and evaluated. Evaluation procedures do not cover implementation of activities needed to ensure compliance with the assurances. <b>(5 points) (10 points)</b>	Staff assignments for the completion of the evaluations are clear. Evaluation procedures cover implementation of objectives and activities needed to ensure compliance with the assurances. Methods are vague as to what will be monitored and reported. The description of the accounting procedures is not as thorough as expected and some of the accounting procedures may be missing. <b>(15 points) (20 points)</b>	Staff assignments for the completion of the evaluations are clear. The application includes a thorough description of an accounting procedure that provides a record of project activities that are implemented, and activities needed to ensure compliance with the assurances. Methods are clear as to what will be monitored and reported. The accounting procedures includes specific information such as the staff person who completed the activity, the dates completed, and a description of the activity completed. <b>(25 points) (30 points)</b>
Student Outcome Evaluation  5		The staff person who will conduct the outcome evaluations is not identified. The student outcome measures and when they will be conducted are not clearly specified. <b>(5 points) (10 points)</b>	The staff person who will conduct the outcome evaluations is identified. The student outcome measures and when they will be implemented are specified, but the descriptions are not thorough and/or clearly specified. <b>(15 points) (20 Points)</b>	The staff person who will conduct the outcome evaluations is identified. The student outcome measures, when the evaluations will be conducted and the assessment methods are clearly specified. The methods account for the number being served and the progress they make as a result of services. <b>(25 points) (30 points)</b>

### McKinney-Vento Grant Application Review Rubric, page three

Procedure	N E	Levels 1-2	Levels 3-4	Levels 5-6
Assurances		Assurances are signed and included in the application but no supporting activities are included in the narrative to indicate what will be done to complete assurances. Evaluation methods do not address assurances.	Assurances are signed and included in the application and supporting activities are included in the narrative to indicate what will be done to complete assurances. Supporting activities are unclear in the narrative statements and proposed evaluation methods.	Assurances are signed and included in the application. Clearly stated supporting activities are included in the narrative explaining how the assurances will be met. Evaluation methods address assurances and clearly cover all assurances indicating thorough monitoring of the assurances. Methods of evaluation are clear and practical to complete. Local utilization of evaluation information is identified.
5		<b>(5 Points) (10 Points)</b>	<b>(15 Points) (20 Points)</b>	<b>(25 Points) (30 Points)</b>
Budget		Incomplete. Three or more areas are not clear or questionable.	Some clarity lacking. Two or less areas are not clear or questionable.	The budget is complete. All areas are clear. No questions exist.
3		<b>(3 points) (6 points)</b>	<b>(9 points) (12 points)</b>	<b>(15 points) (18 points)</b>

### Scoring

Procedure	Maximum Points	Points Awarded
Identification of Homeless Children and Youth	48	
Need	96	
Authorized Activities	48	
Objectives	30	
Location	18	
Staff Assignments	24	
Alignment of Evaluation With Objectives	24	
Implementation Evaluation	30	
Student Outcome Evaluations	30	
Assurances	30	
Budget	18	
<b>Totals</b>	<b>396</b>	_____

## **Appendix E**

### **Authorized Activities**

Activities that carry out the purposes for the use of the grant funds include:

- ◆ Provision of tutoring, supplemental instruction, and enriched educational services.
- ◆ Provision of evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as programs for gifted and talented, children with disabilities, students with limited English proficiency, service provided under Title I, local programs in vocational and technical education, and school nutrition programs).
- ◆ Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, their rights, and specific educational needs of runaway and homeless youths.
- ◆ Provision of referral services to homeless children and youths for medical, dental, mental, and other health services.
- ◆ Provision of assistance to defray the excess cost of transportation for homeless students where necessary to enable students to attend the school determined to be in the child or youth's best interests.
- ◆ Provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
- ◆ Provision of services and assistance to attract, engage, and retain homeless children and youths, and unaccompanied youths, in public school programs and services provided to non-homeless children and youths.
- ◆ Provision for homeless children and youths of before- and after- school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision.
- ◆ If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school.
- ◆ Provision of education and training to the parents of homeless children and youths about the rights of, and resources available to, such children and youths.
- ◆ Development of coordination between schools and agencies providing services to homeless children and youths.
- ◆ Provision of pupil services (including violence prevention counseling) and referrals for such services.
- ◆ Activities to address the particular needs of homeless children and youths that may arise from domestic violence.
- ◆ Provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
- ◆ Provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school.

## **Appendix F**

### **Grant Requirements Pertaining to School Placement, Best Interest, and Transportation**

#### **School Placement**

The local educational agency serving each child or youth to be assisted shall, according to the child or youth's best interest:

- ◆ Continue the child's or youth's education in the school of origin for the duration of the homelessness—
  - ◆ In any case in which a family becomes homeless between academic years or during an academic year; or
  - ◆ For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
- ◆ Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

#### **Best Interest**

- ◆ In determining the best interest of the child or youth, the local educational agency shall—
  - ◆ To the extent feasible, keep a homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child or youth's parent or guardian,
  - ◆ Provide a written explanation, including a statement regarding the right to appeal, to the homeless child or youth's parent or guardian, if the local educational agency sends such a child or youth to a school other than the school of origin or a school requested by the parent or guardian,
  - ◆ In the case of an unaccompanied youth, ensure that the homeless liaison assists in placement or enrollment decisions, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

#### **Transportation**

Adopt practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, if this school is determined as being in the child or youth's best interest, in accordance with the following, as applicable:

- ◆ If the homeless child or youth continues to live in the areas served by the local educational agency in which the school of origin is located, the child or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.
- ◆ If the homeless child or youth's living arrangements in the areas served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

## Appendix G

### Examples of Measurable Outcomes for Authorized Activities

ACTIVITIES	EXAMPLE MEASURABLE OUTCOMES
1. Tutoring, supplemental instruction, and enriched educational services	<ul style="list-style-type: none"> <li>• Pre/post test score improvement.</li> <li>• Increased credit attainment.</li> <li>• Improved grades/improved grade point averages</li> <li>• Accomplishment of defined objectives.</li> <li>• High school or GED completion.</li> </ul>
2. Expedited student participation	<ul style="list-style-type: none"> <li>• Evaluations are made and records are transferred in a timely manner.</li> <li>• Increased percentage of homeless children accessing education services for which they are eligible (e.g. Title I, special education, LEP services).</li> <li>• Change in school district policies facilitating access to school and programs.</li> </ul>
3. Professional development for educators and community. In-school learning activities for student awareness and involvement.	<ul style="list-style-type: none"> <li>• Increased awareness of homelessness in community as evidenced by discussions/sponsored support activities/publications.</li> <li>• Increased reports of homelessness by school staffs/community/students.</li> </ul>
4. Assistance in attaining medical, dental, other health services, and social services	<ul style="list-style-type: none"> <li>• Improved family/child participation in community-based services.</li> <li>• Increase in percentage of homeless children who are immunized.</li> <li>• Increase in percentage of pregnant homeless teens receiving prenatal care</li> </ul>
5. Provision of transportation	<ul style="list-style-type: none"> <li>• Improved school attendance because of transportation provision.</li> <li>• Improved percentage of homeless children and youth attending the school of origin based on request of the parent/guardian.</li> <li>• Increased participation in before-school and after-school activities</li> </ul>
6. Provision of developmentally appropriate early childhood education programs, not otherwise provided.	<ul style="list-style-type: none"> <li>• Increase in the enrollment and attendance of homeless preschoolers in local preschool programs such as Even Start and Head Start.</li> </ul>
7. Provision of services and assistance to attract, engage, and retain homeless children and youth and unaccompanied youth in public school programs.	<ul style="list-style-type: none"> <li>• Documentation of identification procedures and support services provided.</li> <li>• Increase in the percentage of homeless youth completing school.</li> <li>• Decrease in student mobility between schools.</li> </ul>
8. Before- and after-school, mentoring, and summer programs with a teacher or other qualified individual.	<ul style="list-style-type: none"> <li>• Increase in hours of education programs for homeless children and youth, during non-school time.</li> <li>• Improved school performance of participants as based on testing, grades, teachers' assessments, etc.</li> </ul>
9. The payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youth.	<ul style="list-style-type: none"> <li>• Decrease in amount of time used to obtain records of homeless children and youth.</li> <li>• New schools of former LEA program participants receive information on students promptly; students are tracked into future schools and communities.</li> </ul>
10. Provision of education and training to Parents of homeless students about educational rights and resources that are available.	<ul style="list-style-type: none"> <li>• Brochures, newsletters, posters, etc. distributed to parents and providers, on the rights of homeless children to an appropriate education.</li> <li>• Increase in homeless parent and youth calls regarding rights and resources.</li> <li>• Increase in percentage of homeless families involved in school enrollment decisions.</li> </ul>
11. Coordination between schools and service agencies	<ul style="list-style-type: none"> <li>• Increase in numbers of agencies participating in school programs.</li> <li>• Increase in number of homeless families and youth receiving case-managed services from collaborating agencies.</li> </ul>
12. Provision of pupil services (including violence prevention counseling) and referrals for such services.	<ul style="list-style-type: none"> <li>• Documentation of referrals and participation rates.</li> </ul>
13. Addressing needs of homeless children and youth arising from domestic violence	<ul style="list-style-type: none"> <li>• Increase in education services (such as tutoring, adaptation of space for studying) for children at domestic violence shelters.</li> </ul>
14. Adaptation of space, purchase of supplies for non- school facilities	<ul style="list-style-type: none"> <li>• Increase number of shelters with homework rooms, libraries, and tutorial supplies.</li> </ul>
15. School supplies for distribution at shelters and temporary housing facilities	<ul style="list-style-type: none"> <li>• Increase percentage of homeless children with supplies needed to attend school.</li> </ul>
16. Extraordinary or emergency assistance to enable homeless children to attend school	<ul style="list-style-type: none"> <li>• Increase percentage of homeless children and youth attending school ready to learn.</li> <li>• Decrease in barriers that keep homeless children from attending school.</li> </ul>

## Appendix H

### Example Format for Aligning Needs, Objectives, Staff Responsibilities, Evaluation, and Expected Outcomes

The following format is suggested as a way to align needs, objectives, staff responsibilities, evaluation methods, and expected outcomes. Utilization of this format greatly facilitates reading and approval of applications and assists local staff in planning and evaluation. This type of formatting would satisfy the requirements for the sections on needs, objectives, staff utilization, and evaluation. However, we do suggest supplemental narrative in the text of the application if the content within this format does not address all aspects of expectations as identified in the rubric for application reviews in Appendix D.

NEED	OBJECTIVE	STAFF RESPONSIBILITY	EVALUATION	EXPECTED OUTCOME
Local policies have not been reviewed to accommodate homeless children in school enrollment, transportation, access to programs, et.	Local policies will be reviewed and changed to accommodate homeless children. Policies will be changed and approved by the local board of education and published for community review.	Local liaison, school administrators, and superintendent will review policies independently and make changes as a group. Suggested changes will be presented to the local school board for approval.	Local board policy changes will be documented, published for community review and reviewed with school staffs for proper utilization. Parent/student handbooks will be changed to incorporate policy changes.	Homeless children will have ready access to school, special programs and services and activities; transportation assistance as required by law; immediate transfer of student records; and all school staff will participate in identification , awareness activities, and provisions for assistance.
Local rates (2.5%) of homelessness as documented by self and peer reporting, school staff identification, and community services reporting to schools exceed national rates of in-school children.	Contact families and identify immediate needs to keep children enrolled in school. Provide needed services through resources available in the community.	The school district homeless liaison will coordinate with community services providers and organizations to contact families to document needs. Human services, mental health, health care, and united church services will assist.	Needs of families and children will be documented using the “Identification and Needs Assessment Form” (See Student Identification on page 8). Families/children will be surveyed via questionnaires and interviews to assess effectiveness of services.	Homeless populations and needs will be documented for use in planning. Services will be provided based on needs assessments. Families and children will be satisfied with services. Services will result in consistent participation of children in school.

Homeless children and youth have not been provided additional tutoring, supplemental instruction, or enriched educational experiences to maximize their school success. Student performance as measured by the Iowa Test of Basic Skills indicates our homeless population to be below proficiency in all areas of educational development.	Homeless children and youth will be provided after school instruction one hour per day for five days per week and on Saturdays from 9AM to Noon. Certified instructors at the elementary and secondary levels will provide the assistance. Transportation will be provided to assist in getting children to their nighttime residence.	The local school liaison will establish and manage tutorial and supplemental instruction assisted by local school administrators. Parents will be contacted for approval and support of their children in the programs. Transportation will be provided via the transportation coordinator for the district. Parents will be involved in transportation where possible and reimbursed for their expenses. All transportation will be covered by insurance to assure safety.	Student participation will be documented comparing those needing services to those participating. One hundred percent participation is expected and will be pursued. Transportation provisions will be identified for each child/youth.	Student performance on standardized testing will improve to proficient levels and beyond. Student performance as measured by informal processes including grades issued by teachers will improve.
Student records are not transferred immediately upon moving from this community to other communities. Delays of up to one month have been documented via parent contacts and other school requests.	An immediate transfer system will be established via computer, fax or immediate mailing policy and practice.	The homeless liaison will work with school-level administrators to establish a system of record transfer for all levels of education (elementary, middle and secondary school). The method of transfer (computer, fax, US mail) will be identified and documented. Secretaries in each school will record transfer information including dates of transmittal.	Systems of record transfer will be documented for each school and included in parent handbooks. Data will be collected to identify the length of time it takes to transfer a student record. Secretarial records will be used to document record transfer. Follow up on parent requests and other school requests will also be used to document success in immediate transfers.	School records will be transferred in a timely manner to facilitate enrollment in appropriate education programming. Interruptions in educational placements will not be evident. Student and parent satisfaction with transfer of information will be at the 100% level.

